

Days of Courage

KEY ELEMENTS OF A SCHOOL BULLYING PREVENTION PROGRAM	Present in Submitted Program	Absent in Submitted Program	Comments
The program defines bullying.	x		Bullying is defined through identifying issues related to bullying.
The program identifies different forms of bullying.	x		Different forms are identified.
The program addresses specific issues identified in schools.	x		The program focuses on issues that are found in schools (i.e. racism, discrimination and violence).
The program focuses on healthy relationships, and explains the bullying dynamic.	x		The program focuses on building and creating healthy relationships. Students participate in games and exercises designed to help drop the barriers and reveal greater feelings about how students view the world and others.
The program includes training materials and guides for educators, students, parents, and school staff on the issue of bullying and on bullying prevention strategies.	x		Training materials are included with information for educators to complete the resource over a six week period. The resource is effective for both students and staff members.
The program takes a multi-faceted approach: <i>school-wide education</i> (targets the whole school community and is embedded in the curriculum); <i>routine interventions</i> (specifies strategies for students involved in bullying and victims of bullying); and <i>intensive interventions</i> (identifies supports for students involved in repeated bullying and victimization, with possible recourse to community/social service resources).	x		The program is multifaceted in that the school community is targeted in helping to identify power groups, non-power groups, allies, safety zones, racism, sexism in both the school setting and the surrounding community.
The intervention strategies address peer processes that can promote prevention and stop bullying.	x		Intervention strategies are promoted through completion of the resource. The program is designed to help change hatred into love, violence into peace and racism and discrimination into acceptance.
The program is <i>systemic</i> (it involves parents, peers, classes, staff, and the wider community), and is ongoing (it is integrated into daily classroom activities in reading, art, and other curriculum elements).	x		The program is systemic as students complete journals at school and at home involving parents in their discussions. The resource can be integrated into other curriculum areas.
The program includes interventions and support for students who are bullied and those who bully.	x		Intervention strategies are indicated through identifying how oppression can be internalized and how hurt students take out their aggressions.
The program helps to develop protocols for safe reporting of bullying incidents.	x		Safe reporting protocols are indicated in several portions of the resource.
The program has an evaluation component.	x		
The program has safe intervention programs for bystanders.	x		Students are encouraged to be allies to help break the cycle of violence.
The program promotes a healthy social school environment.	x		A more positive school environment is promoted through completion of the resource.
The program promotes development and/or improvement of students' social behaviour.	x		Students realize that their own personal feelings of isolation and loneliness are experienced by many in their school community and they have the power to change those feelings and the way they treat others.